

## School Accountability Report Card



**UHS Schools, Rancho**

**“Advancing Student Achievement”**

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**Marilyn Summers, Principal**

**School Year 2008-2009**

### **SCHOOL DESCRIPTION & MISSION STATEMENT**

#### **School Description:**

UHS Schools, Rancho Cucamonga is a Non-Public Special Education School providing educational services to students identified with Emotional Disturbance, Autism and Developmental Delays. UHS Schools, Rancho Cucamonga provides an individualized education program that includes high quality academic, social skills, therapeutic and Transition education services to children with a variety of disabilities. UHS Schools, Rancho Cucamonga, is a community based day school serving students in grades 1 through 12, as well as young adults up to 22 years of age. The school offers a challenging academic curriculum consisting of State adopted text books, CAHSEE prep classes, and, if applicable, college preparatory courses. For students identified as needing remediation, we offer a Direct Instruction Intervention curriculum. UHS Schools, Rancho Cucamonga are proud to provide post school education and community job opportunities through a state Workability Grant. With the adoption of Boys Town Specialized Classroom Management (BT) we now offer a research based behavioral and social skills curriculum. Students are placed at UHS Schools by their district of residence through the IEP process.

#### **Our Services:**

- Intensive, Individualized Behavioral Services for Students with Developmental and Emotional Disabilities
- Research-Based, Individualized Educational Programs that meets California State Standards
- Designated Instructional Services as indicated on the Individual Education Plan
- Non Public Agency Services which include center based and home based intensive early intervention autism services to public school
- Academic program with emphasis on functional and grade specific curriculum
- Comprehensive educational and behavioral assessment within thirty days of admission

#### **Mission Statement:**

UHS Schools, Rancho Cucamonga's mission is to meet the educational and behavioral needs of our students in the least restrictive environment. Through our multifaceted program, all students and staff at UHS are treated with dignity and respect. Our dedicated and professional staff, teach to make a difference in our students' lives. UHS Schools, Rancho Cucamonga offers an engaging academic program combined with a comprehensive behavior management program. In association with life skills and prevocational training, we guide students by helping them make good choices while they strive to become productive and successful life long learners.

**UHS Vision:**

The region's vision simply stated is

**“UHS schools provide quality behavioral and educational services. The schools incorporate intensive behavioral services, individualized education plans, and designated instructional services as indicated on the student’s individual education plan.”**

UHS Schools is a diverse group of people joined together to form a national company dedicated to helping troubled kids. Each UHS School is different, with its own unique personality, approach, style, and high quality programs.

**Goals:**

The goal of UHS Schools, Rancho Cucamonga is to provide an educational environment that advances student achievement in academics, behavior, social skills and post school objectives. It is furthermore the goal of the team at UHS Rancho to meet our goals within the current budget set forth for the Rancho site, within in the policy, procedures and guidelines set forth by the UHS organization and within the laws and regulations set forth by the CDE.

**PARENT INVOLVEMENT**

UHS Schools, Rancho Cucamonga supports and encourages parent involvement. On an annual basis a variety of social activities, field trips, open house and parent teacher conferences are scheduled in an effort to support parental involvement. Teachers are encouraged to support parent involvement through the IEP process as well. UHS teachers contact parents prior to IEP meetings to discuss goals and services.

**Contact Person: Marilyn Summers  
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**DEMOGRAPHIC INFORMATION**

The tables below show our school's 2008-2009 demographic information. The first table breaks down student enrollment by racial/ethnic category by number and percentage. The second table breaks down student enrollment by grade level. Ethnic demographic data is determined by IEP ethnicity designation codes.

**Enrollment by Subgroups:**

<b>Racial/Ethnic Category</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>African-American</b>	37	32%
<b>American Indian or Alaska Native</b>	3	3%
<b>Asian</b>	3	3%
<b>Hispanic or Latino</b>	42	37%
<b>Pacific Islander</b>	0	0%
<b>White (Not Hispanic)</b>	29	25%

**Enrollment by Grade Level:**

<b>Grade Level</b>	<b>Enrollment</b>
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	3
Grade 4	5
Grade 5	7
Grade 6	6
Grade 7	8
Grade 8	9
Grade 9	16
Grade 10	20
Grade 11	22
Grade 12	15
Ungraded Elementary	0
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>112</b>

**SCHOOL SAFETY & CLIMATE FOR LEARNING**

**Positive Learning Environment & Discipline:**

Our program is designed to support and incorporate clearly stated school wide and classroom standards. Our expectations include effective intervention techniques and strategies, social skills, character education, integrated services, development of Behavior Support Plans, and on-going staff development in "best practices."

Our behavior program includes The Girls and Boys Town Specialized Classroom management. This program is a model for teaching life skills, incorporating a level motivation system and using a systematic way to address adaptive and non-adaptive behavior. We are able to use this model to increase students' on-task behavior and help them acquire the skills needed for school and community success. To date our efforts have resulted in 8 students transitioning back to district less restrictive environment due to significant behavior improvement.

Our Site Behavioral Management Plan encourages a positive, proactive disciplinary approach that ensures active supervision and monitoring of progress through data collection. Our school wide standards are designed to relate directly to our school mission and values which promote respect, dignity, responsibility and safety. We employ a certified Behavior Analyst to provide Functional Behavior and Behavior Intervention plans.

**Suspensions and Expulsions:**

At UHS Schools, Rancho Cucamonga suspension is a last resort. We follow all California law regarding student suspension. This includes notification of referring district and following all district requirements and specifications. In the event that a student has committed an act or acts that meet the criteria of Education Code Sections 48900 & 48915 for expulsion, and Sections 48911 for suspension and all other options have failed or are not applicable, suspension or expulsion may be considered. The district's special education department will direct the school on

whether to pursue either a suspension or expulsion. In the 200/2009 school year we had 2 student suspensions.

**SCHOOL FACILITIES**

The UHS School, Rancho Cucamonga Campus building was built in 1932 and is the site of the original public school in Rancho Cucamonga. It is considered a historical building by the city of Rancho Cucamonga. Due to the historical nature of the facility, the administration and staff at UHS Rancho Cucamonga is committed to maintain the integrity of the building. The mission style building provides a positive first impression to our guests. We have 9 large classrooms in the main building and 2 modular classrooms. All classrooms are pleasantly decorated with educational and seasonal themes. Our school has a large grass field which is utilized for PE and outdoor games. The facility has a variety of flower beds which are professionally maintained. The overall facility has a serene park-like feel.

**School Safety Plan- Inspections and Evaluations:**

The Campus Leadership Team meets daily to review the day and plan for the next. Our Safety Committee conducts reviews daily, weekly, and monthly than adapts the Emergency Action Plan and Disaster Plans to meet the needs of the campus. The committee holds a monthly meeting to discuss any new business such as accidents, accident trends, self-inspection reports, and all recommendations submitted by outside agencies (insurance carrier, fire department, Cal-OSHA, etc.). Fire drills performed monthly, earthquake drills are executed quarterly, and van evacuation drills are run each semester. Inadequacies are identified and corrected immediately.

*The data reported here is based on information from 5/12/09.*

Item Inspected	In Good Repair?		Repairs Needed and/or Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (Interior & Exterior)	X		
Hazardous Materials (Interior & Exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (Interior & Exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (Inside & Outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	N/A		

## **TESTING/ACADEMIC DATA**

### **Standardized Testing and Reporting (STAR):**

For STAR and Post Secondary Preparation results: please refer to the student's district of residence SARC website to obtain this information.

### **California High School Exit Exam (CAHSEE):**

California High School Exit Exam/Graduation: Beginning with the graduation class of 2008, all student's in California public schools are required to pass the California High School Exit Exam (CAHSEE) in order to receive their diploma. UHS School Rancho offers a rigorous curriculum aimed at preparing students to pass the CAHSEE. We also offer CAHSEE prep class to all student's in 10<sup>th</sup> through 12<sup>th</sup> grade who are on a diploma track. A list of CAHSEE testing dates can be found on the CDE website at [www.cde.gov](http://www.cde.gov). The test consists is divided up over 2 days. Day one consists of English Language Arts and day two consists of Math. Students participating in the exam are provided accommodations/modifications written in their IEP. Upon meeting all graduation requirements, student diplomas are issued by their district of residence. UHS Schools, Rancho Cucamonga had 10 students successfully pass either the English or Math portions of the test in 2008-2009 school year.

### **General Academic Information and Testing:**

Here at UHS Schools, Rancho Cucamonga we utilize a wide range of assessments to track and monitor student academic progress. We utilize AIMSWeb, the Woodcock Johnson III Tests of Achievement, and other informal measures such as the direct instruction reading intervention assessments provided by SRA, the San Diego Quick assessments to measure reading-word identification, the Bader reading and math assessments, and teacher-created assessment tools. AIMSWeb is a progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention. The Woodcock Johnson III Tests of Achievement are utilized specifically when a student is due for a triennial assessment IEP. This test measures a student's abilities in the areas of letter-word identification, reading fluency, math computation, application and fluency, written samples and writing fluency, and spelling. The direct instruction assessments are a reading intervention tool that teachers can use to make informed decisions about a student's reading deficits and what needs to be done to bring that student closer to grade level in reading. The San Diego Quick assessments are an informal tool that gives the teacher a very quick snapshot of a student's independent, instructional, and frustration level of reading ability. Finally, the Bader reading and math assessments are an informal tool that gives the teacher quick information about a student's reading level that will help them develop any necessary interventions that will guide their instruction in meeting student's diverse academic needs. The math portion of the Bader gives the teacher a quick look at a student's mathematical calculation and reasoning abilities.

To date, 25% percent of our students have successfully tested out of remedial intervention curriculum and have been placed in grade level standards based curriculum. Additionally, current benchmark tracking indicates that 80% of current students have met or are meeting their English-Language Arts goals and 84% have met or are meeting their math goals.

### **Academic Instruction Specific to Student Population:**

#### **Autism:**

Children with autism and their families receive services in an environment that promotes dignity and respect. Measurable, attainable goals are set for each student. These goals are supported

by data driven, research based techniques with a foundation in Applied Behavior Analysis (ABA). Teaching strategies include Discrete Trial Training, Pivotal Response Training, and Direct Instruction Programs (Horizon, Reading Mastery, Language for learning, etc.), independent work systems (analogous to TEACCH), Picture Exchange Communication System (PECS), and Theory of Mind social skills training (TOM). The specialized learning environments created in our classrooms enhance the student's ability to apply the many skills they are learning in their daily life.

#### **Emotional Disturbance:**

UHS Schools, Rancho Cucamonga offers intensive, individualized behavioral services and a school-wide behavior management system. We have implemented the Girls and Boys Town Education Model. This model fosters respectful and caring staff/student interactions by fundamentally changing the way our school addresses discipline and deals with student behavior. Each student receives designated instructional services as indicated on the Individual Education Plan (IEP). Our entire curriculum meets California State standards. Students over 14 years of age receive Transition Education and Career Development

#### **Severely Handicapped CAPA Levels 1-4:**

UHS School, Rancho Cucamonga provides a wide range of remedial programs to meet the needs of the DD students. Much emphasis is placed on functional skills. When appropriate core curriculum is used as well as Direct Instruction materials in language arts or reading.

#### **Transition Education and Workability:**

All students who are 16 and above qualify for a state funded Workability Program. Students learn pre-vocational and vocational skills to prepare them for off-campus placement. Workability funding assists in purchasing curriculum, student materials, and payroll for students in their first job placement.

#### **NPA (Non Public Agency):**

UHS Schools are partnering with the local school district to provide a variety of non-public agency services. Services such as consultation to public schools and/ or home setting as well as systematic trainings for Instructional Aides and Teachers are our most common NPA Services. Senior Behavior Analysts are able to conduct FAA and write Behavior Intervention plans for public school students whose behaviors are not yet severe enough for UHS, but require behavior services.

#### **AVERAGE CLASS SIZE & DISTRIBUTION**

All classrooms are self-contained where teachers provide instruction in the areas of English, Mathematics, Science, and Social Science. UHS class is mandated by our Master Contract which ensures that the class size shall not exceed a ratio of one teacher per twelve students. Upon written approval a class may be increased to a ratio of 1 teacher to 14 students.

Grade Level	2006-2007		2007-2008		2008-2009	
	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms
	Size	1-13	Size	1-13	Size	1-13
K-4	12	1	12	1	12	1
5-8	12	2	12	2	12	2
9-12	12	7	12	7	12	6

**Average Teaching Load and Teaching Load Distribution – Secondary Classrooms:**

All classrooms are self-contained where teachers provide instruction in the areas of English, Mathematics, Science, and Social Science.

Subject	2006-2007		2007-2008		2008-2009	
	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms
	Size	1-13	Size	1-13	Size	1-13
Self-contained ED	12	8	12	8	12	7
Self-contained DD	12	1	12	1	12	1
Self-contained SH/Autistic	12	1	12	1	12	1

**Class Size Reduction:**

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom. Our class size is aligned with the Master Contracts of our referring districts. No class exceeds 13 students.

**TEACHER & STAFF INFORMATION**

**Teacher Credentials:**

The Special Education staff is highly qualified, enthusiastic, and energetic group of educators. Below are three-year data regarding the credentials of our teaching staff. Data reflects both full-time and part-time teachers and each teacher is counted as "1."

<b>Teacher Credentials</b>			
	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
<b>Total Number of Teachers</b>	10	10	9
<b>Teachers with Full Credential</b>	2	7	2
<b>Teachers in Alternative Routes to Certifications (Internship)</b>	1	3	5
<b>Teachers with Emergency Permits (Not qualified for a credential or internship but meeting minimum requirements)</b>	7	0	2
<b>Teachers with Waivers (Does not have credential and does not qualify for and Emergency Permit)</b>	0	0	0

**Teacher Education Level:**

The following data reports on the number of teachers teaching in core content area as defined by No Child Left behind Act (NCLB) at each education level for the 2008-2009 school year.

<b>Teacher Education Level</b>	
<b>Master's Degree plus 30 or more semester hours</b>	1
<b>Master's Degree</b>	3
<b>Bachelor's Degree plus 30 or more semester hours</b>	5
<b>Bachelor's Degree</b>	0
<b>Less than Bachelor's Degree</b>	0

**Teacher Vacancies:**

A vacant teacher position is one in which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. The following data reports on the number of vacant teacher positions for the most current three-year period.

<b>Vacant Teacher Positions</b>		
<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
0	0	0

**TEACHER & STAFF INFORMATION**

**Teacher Evaluations:**

Teachers at UHS Schools are reviewed annually through a performance evaluation, which aligns with their teacher job description and the California Standards for the Teaching Profession. UHS has also developed an instrument, the Teacher Report Card which identifies the quality indicators and standards of an effective classroom where learning is occurring and students demonstrate progress. Teachers are first trained in the Teacher Report Card standards then they are observed in the classroom by an educational supervisor, provided with feedback and coaching and a plan is developed to monitor their progress. This has been highly successful in developing

our teaching staff and providing a high quality of educational services to our students. To date our teachers average 84% mastery on monthly Teacher Report Card evaluations.

**Substitute Teacher:**

Substitute teachers utilized at UHS Schools are credentialed by the CDE and fulfill teaching assignments as prescribed by the credential held. Schools maintain their own substitute teacher roster and are responsible for contacting the substitute in the event of a teacher absence. Substitute teachers attend our 40 hour pre-service training before assuming a temporary teaching assignment.

**Counselors and Other Support Staff:**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor/Behavioral staff</b>	3
<b>Speech Pathologist</b>	1
<b>Occupational Therapist</b>	0
<b>Behavior Analyst</b>	1
<b>Treatment Coordinator</b>	0
<b>Transition Specialist</b>	1
<b>Nurse</b>	0
<b>Transportation Supervisor</b>	1
<b>Educational Assistant/1:1 aide</b>	12

**CURRICULUM & INSTRUCTION**

**Quality and Currency of Textbooks and Other Instructional Materials:**

UHS Schools adheres to the procedures outlined by the CDE by adopting new textbooks on a seven year cycle. All students are provided with textbooks in the core curricular areas, as well as utilizing supplemental materials which facilitate learning through multi-modality approaches. Textbooks are kept current and in good condition; however, if a book is destroyed, lost or worn it is replaced in a timely manner. Many of our students have significant delays in reading/writing. Therefore, we have adopted the following research based intervention programs, approved by the California State Board of Education, to accelerate the reading/writing skills of our students:

Course/Content Area	Title	Publisher
Intervention Level One	Reading Mastery	SRA/McGraw Hill
Intervention Level One	Reasoning and Writing	SRA McGraw Hill
Intervention Level Two	The REACH System	SRA McGraw Hill
Intervention Level Two	Corrective Reading	SRA McGraw Hill
Intervention Level Two	Reasoning and Writing	SRA McGraw Hill
Intervention Level Three	Reading in the Content areas	AGS
Intervention Level Three	Reading in the Content areas	Globe Fearon

**Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials:**

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education and our LEA, Chaffey Joint Unified School District and Rancho Cucamonga School District in the core curriculum areas of reading/language arts, mathematics, science, history-social science, and health (for grades K to 12, inclusive), as appropriate.

**Professional Development:**

Over the course of the school year, teachers and staff attend 20 days of on site trainings, as well as professional development provided by local districts. Professional development is a vital area at UHS Rancho and it is imperative that our staff receive on-going opportunities to learn, develop, strengthen and refresh skills in innovative, best practices in academic instruction and classroom management, student social/emotional, and behavioral development and management. Teachers and staff are provided professional development from our Mandatory Annual Training binder in the following areas: Incident Report Writing, Service Excellence, Student Supervision and Safety, Direct Instruction, Disaster/Emergency Preparedness, Universal Health Precautions, Child Abuse and Mandated Reporting Procedures, Sexual Harassment, Pro-Act refresher training, First Aid, Girls and Boys Town Specialized Classroom Management Refresher, Professionalism and Communication, Data Collection, Hughes Bill and Special Education Law, Extended School Year Procedural Training, Suspension/Expulsion Policy. In addition to these trainings, UHS Rancho teachers and staff are also given professional development in the following areas: Professional Dispositions, Effective Classroom Management Procedures, IEP writing refresher training, SEIS refresher training, Woodcock Johnson III Tests of Achievement training, and Curriculum Planning and Mapping training.

<b>Number of Inservice Days</b>	6
<b>Number of Minimum Days</b>	12

**Instructional Minutes:**

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>K</b>	64,800	36,000
<b>1</b>	64,800	54,000
<b>2</b>	64,800	54,000
<b>3</b>	64,800	54,000
<b>4</b>	64,800	54,000
<b>5</b>	64,800	54,000
<b>6</b>	64,800	64,800
<b>7</b>	64,800	64,800
<b>8</b>	64,800	64,800
<b>9</b>	64,800	64,800
<b>10</b>	64,800	64,800
<b>11</b>	64,800	64,800
<b>12</b>	64,800	64,800

**Continuation School Instructional Days:**

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

<b>Grade Level</b>	<b>Instructional Days With At Least 300 Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>K-12</b>	<b>180 +30 days *ESY (minimum)</b>	180 days

## POST SECONDARY PREPARATION

### Mission of WorkAbility I (WAI):

“The mission of WAI is to promote the involvement of key stakeholders including students, families, educators, employers and other agencies in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning and quality of life.”

UHS Schools, Rancho Cucamonga stresses the need for autonomy and responsibility utilizing the workability program. Students earn on campus jobs and work with a job developer in obtaining an off campus jobs. UHS School Workability I is an objectives-orientated transition program designed to help students learn skills necessary to obtain and retain gainful employment and obtain self-reliance and ultimately assisting students in becoming more independent. Our program depends in part on local employers, jobsite training, and instructionally based employment opportunities on and off campus that allows students to experience realistic work situations in safe and well-structured settings. In 2008-2009, 36% of high school students were served through our workability grant and 18% of those were placed in community jobs.

### FISCAL & EXPENDITURE DATA

#### Average Salaries:

Data reported here are UHS Schools' salaries for teachers and principals. Detailed information regarding average salaries may be found at the California Department Education Website:

<http://www.cde.ca.gov/ds/fd/cs/>

<http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>

<b>Average Salaries</b>	<b>Amount</b>
<b>STSP/PIP</b>	\$47,000
<b>Internship</b>	\$53,000
<b>Preliminary Credential (Level I)</b>	\$53,500
<b>Clear Credential (Level II)</b>	\$53,500
<b>Percent of Budget for Teacher Salaries</b>	15%
<b>Average Principal Salary</b>	\$85,000
<b>Percent of Budget for Administrative Salaries</b>	5%

#### Types of Services Funded:

In collaboration with local school districts, services provided are determined by each student's Individualized Education Plan (IEP). These services may include Speech and Language Therapy, Occupational Therapy, Counseling, and/or Special Circumstances Instructional Aide. An effort is made to integrate all support services to reduce fragmentation of the student's program and in developing a strong collaboration model with the specialist and classroom staff.

**Expenditures (Fiscal Year 2008-2009):**

Data reported are total dollars expended in the district and dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education website at <http://www.cde.ca.gov/ds/fd/ec/>.

<b>Total Dollars</b>	<b>Dollars per Student (ADA)</b>
<b>\$23, 291, 815</b>	<b>\$36, 928</b>